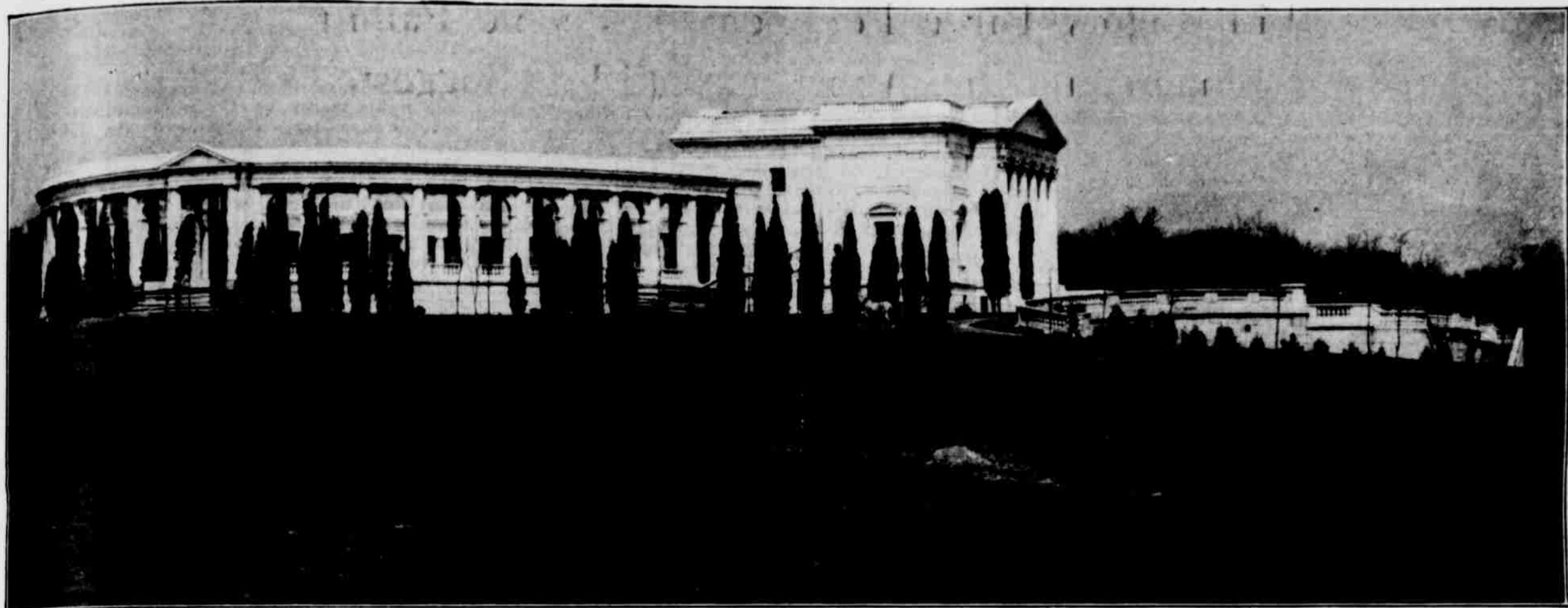


The Beautiful Arlington Amphitheater



The Arlington Amphitheater, built on an eminence overlooking the Potomac River near Washington, is almost complete. It cost nearly a million dollars to build, and has been in process of construction for five years.

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THE beautiful white marble amphitheater, erected by the United States Government at the National Cemetery at Arlington, Virginia, just across the Potomac River from Washington, is now practically completed and will be formally dedicated to the people of America some time during May.

Eminent artists, sculptors, and prominent men and women who have traveled the world over, unhesitatingly declare this amphitheater to be second to none in architectural beauty, size and location.

It is so admirably situated that it commands a view of practically all beautiful Washington. Its immaculate whiteness, with its background of rich green, composed of mammoth trees of various kinds, can be plainly seen from all sections of the city and for many miles beyond. It has already become one of the picturesque landmarks to which Washingtonians and visitors point with pride.

The total cost of the edifice was \$750,000. It is constructed almost entirely of Danby marble from Vermont, which is almost pure white in appearance.

The structure was authorized by Congress in 1913. The Secretary of War, Secretary of the Navy, Superintendent of the United States Capitol and Grounds, Ivory G. Kimball, representing the Grand Army of the Republic, and Charles W. Newton, representing the Spanish War Veterans, were named by Congress as a commission to superintend the work of construction. Later the Commander of Camp 171, United Confederate Veterans of the District of Columbia, was added to the commission.

Carrere and Hastings, of New York, were the architects of the amphitheater. The construction work was done by the George A. Fuller Construction Company, of New York.

Since one of the principal uses of the amphitheater will be the holding of memorial exercises on the 30th of May each year, it will be interesting at this time to

recall something of the history of that nation-wide holiday dedicated to the sacred memory of the soldiers, sailors and marines who have long since gone to their reward.

The thirtieth of May was first designated as Memorial Day by General John A. Logan, Commander-in-Chief of the Grand Army of the Republic. This was done through the issuance of the famous General Orders No. 2, dated May 5, 1868. In accordance therewith, memorial exercises were held at Arlington and in all sections of the country.

General Logan presided at the Arlington services, speaking from a platform in front of the old home of Robert E. Lee, Commander General of the Confederacy.

According to the old records, General Orders No. 2, read as follows:

Headquarters Grand Army of the Republic.

Washington, D. C., May 5, 1868.

General Orders No. II.

I. The 30th day of May, 1868, is designated for the purpose of strewing with flowers, or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village and hamlet churchyard in the land. In this observance no form or ceremony is prescribed, but posts and comrades will in their own way arrange such fitting services and testimonials of respect as circumstances may permit.

We are organized, comrades, as our regulations tell us, for the purpose, among other things, "of preserving and strengthening those kind and fraternal feelings which have bound together the soldiers, sailors and marines who united to suppress the late rebellion." What can aid more to assure this result than by cherishing tenderly the memory of our heroic dead,

who made their breasts a barricade between our country and its foes? Their soldier lives were the reveille of freedom to a race in chains and their deaths a tattoo of rebellious tyranny in arms. We should guard their graves with sacred vigilance. All that the consecrated wealth and taste of the nation can add to their adornment and security is but a fitting tribute to the memory of her slain defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism of avarice or neglect, no ravages of time, testify to the present or the coming generations that we have forgotten as a people the cost of a free and undivided republic.

If other eyes grow dull and other hands slack, and other hearts cold in the solemn trust, ours shall keep it well as long as the light and warmth of life remain in us.

Let us, then, at the time appointed, gather round their sacred remains and garland the passionless mounds above them with the choicest flowers of spring-time; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they left among us a sacred charge upon the Nation's gratitude—the soldier's and sailor's widow and orphan.

II. It is the purpose of the Commander-in-Chief to inaugurate this observance with the hope that it will be kept up from year to year, while a survivor of the war remains to honor the memory of his departed comrades. He earnestly desires the public press to call attention to this order, and lend its friendly aid in bringing it to the notice of comrades in all parts of the country in time for simultaneous compliance therewith.

III. Department Commanders will use every effort to make this order effective.

N. P. Chipman, Adjutant General. By command of John A. Logan, Commander-in-Chief.

Danger Signal for Our Institutions of Education

IN A SURVEY of the world's status since the Great War, John Galsworthy concludes that we are in no way better off for the fearful cost in life and wealth; we have not attempted seriously after all to make wars less frequent, much less impossible; we are drifting back to where we were before in international relationship and diplomacy; we are preparing feverishly for a resumption of competition in trade, with no barriers against friction and war resultant therefrom; nationalism and selfishness are as rampant as ever. The world's obsession is production of material wealth, speeding up the process, and it cares nothing in comparison for flesh and blood or for its spiritual life as represented in art, literature, leisure to think, religion.

He, therefore, reaches the conclusion that there can be no safety for the human race until it rids itself of the mania of materialism, and that to this end the primary need is education of youth from its earliest years in true standards, faiths and principles of human living. He would have education at once taken in hand, none permitted to teach youth who are not of the idealistic type, unselfish, lovers of their fellow men, who will inculcate in the next generation the conviction that the purpose of life, of human energy in trade and commerce and industry, is service of others and not advancement of self. The latter motive is the prevalent one and while it prevails war and not peace will reign.

There are millions who concur in this opinion, even though perhaps not precisely in the terms stated. But while Galsworthy calls for a far-reaching educational program, we are seeing education disintegrating. This also is a consequence, logical and inevitable, of the reign of materialism. So far out of touch is education with the main aims and motives of life at the present day that it has steadily failed of support as something not significant, inconsequential, relatively trivial. The educator's pay is on a par with that of unskilled labor,

and educators long since began to abandon the profession.

Thomas H. Briggs, professor in the Teachers' College of Columbia University, in an appeal for a national "comprehensive program extending far into the future" for the rehabilitation of education in the United States, makes these startling statements:

"A business man remarked the other day, after being acquainted with conditions as they are: 'We should do something to prevent the lowering of standards in our schools. The safety and prosperity of the nation depend on them.' He was wrong only in this particular—the damage is already done. If every salary request were immediately granted, it would, in my opinion, be ten years before the 1915 standard of teachers and the old morale could be restored to our schools.

"We can only look forward now and build for the future. Not only have the schools lost and are continuing to lose at an alarming rate their ablest teachers, but they are attracting few candidates—and those as a rule of poor quality—for their positions. Every teachers' training school reports a small and unsatisfactory enrollment. But nothing except the school can prevent serious economic and social conditions for the next generation; and the effectiveness of the school is determined by the quality of its teachers."

With education in this truly critical situation, to which every educational writer, most teachers, superintendents and presidents of institutions testify, there are pending in Congress two large educational measures, one directly and the other indirectly calculated to give relief. These are the Kenyon Bill, providing for Americanization through our educational institutions, and the Smith-Towner Bill, which while providing for Americanization with equal definiteness, takes a far wider scope. The former is distinctively an Americanization bill and applies to aliens or children of

aliens, but goes no further in dealing with the grave problem of general American education.

In fact, while all over the land people are coming to recognize the necessity of strengthening education, entirely apart from the specific subject of the alien, and we are hearing louder and louder the demand that "something be done," the Smith-Towner Bill is the only attempt as yet undertaken to formulate a comprehensive plan and a national program. It is further commended by the fact that it is a legislative measure that did not originate in Congress but was drafted by a commission named by the National Education Association, has the support of that distinguished educational body and has received the approval of thousands of educators independently of the Association.

It is encouraging to note that among the essential purposes of the Smith-Towner Bill is the very object that Galsworthy places foremost as a world need following the most ruinous conflict of destructive forces that has occurred since man appeared on the planet. For the Bill particularly provides for the inculcation of the faiths and principles of democracy, of mutual human service as the meaning of life, into all the children of the nation, both native and alien. And to the same effect, in its envisaging of the humanizing motive and scope of education, it particularly takes note of the necessity, revealed by the draft board examinations, of physical training and promotion of the health of the young, girl as well as boy. Among its further purposes are the bodily lifting of the shamefully low standard of the rural school, the supply of effective teachers systematically, and the removal of illiteracy, as well as the training of the immigrant, who is to be taught not only to speak and read the English language, but "to understand and appreciate the spirit and purpose of the American Government and the duties of citizenship in a free country."